



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8605 W. Maryland Avenue, Glendale, AZ 85305

Pendergast Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Rebecca M. Osuna
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-8
Web Address : www.pendergast.k12.az.us/schools/dmirage/INDEX.html
Phone Number : (623) 772-2550
Fax Number : (623) 872-8401
E-mail : BOsuna@pesd92.org

Mission

Desert Mirage is a safe, caring and helpful community. Students, parents and staff are committed to lifelong learning. All community members work together to contribute in a positive manner, accept responsibility and solve problems. Parents and teachers work together to provide rich educational experiences tailored to meet the individual academic, physical, social and emotional needs of all students. We believe that all students are capable of success - No exceptions!

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Language Arts Goal: Every child will develop the reading, writing, speaking and listening skills necessary for critical thinking and independent learning. Vocabulary development will be targeted across all grade levels and curricula.
- ü Parent Involvement Goal: Parents and teachers will work together addressing the needs of the whole child, creating a safe, positive learning experience for each child and ensuring that all are successful in their educational pursuits.
- ü Mathematics Goal: To ensure that all students develop proficiency in math, teachers will design instruction driven by assessment data. Instruction is based on research and Arizona State standards.
- ü Parent Communication Goal: Teachers in all content areas and grade levels will provide immediate, positive and specific feedback to all students and their parents with regard to academic and behavioral progress throughout the school year.

Enrollment

October 1, 2005 School Year Student Enrollment : 865
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 115

Instructional Programs

- ü Special Education Preschool
- ü Departmentalized Classes (Grades 6-8)
- ü ELL Support
- ü Gifted Enrichment Program
- ü Special Education Inclusion Programs
- ü All-day Kindergarten
- ü K-3 Reading Intervention Program
- ü Kids at Hope School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

Desert Mirage School provides a quality education for all children by accommodating all learning needs. Training is provided to teachers to improve instruction and learning. Teachers communicate consistently and positively with students and their parents with regard to academic and behavioral progress. Parents and community members are welcomed guests encouraged to participate in daily activities as well as special school events. A safe and healthy learning environment is provided.

Parents

Parents will provide academic and emotional support to their children. As partners with teachers, they will be directly involved in the learning process. They will spend quality time with their children encouraging their efforts and supporting their educational needs. They will take part in school activities and will communicate with teachers consistently and positively. They will support the Responsible Thinking Process and the school goal of mutual respect for all.

Transportation Policy

Transportation of students is a privilege granted by the District. Should bus behavior lead to revocation of bus privileges, parents will be responsible for transporting students to and from school. Bus transportation is provided for students who are residents within the school attendance area but live more than a mile from school. Transportation is also provided for students with disabilities who require transportation as indicated in their Individual Education Programs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Ambassador of Excellence	2005
ü Teacher Ventures Grant	2005
ü Math Challenge District Participation/Achievement	2005
ü Wells Fargo Grants Awarded to Multiple Classrooms	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1169	80010	100	99	99	446	437	447	13	14	10	15	21	18	57	54	53	14	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	586	38935	100	100	99	437	437	447	18	14	9	16	20	19	60	57	55	5	10	17
Male	43	583	40974	100	99	98	457	437	448	7	14	11	14	23	18	53	51	52	26	12	19
African American	NC	105	4201	NC	100	99	NC	423	430	NC	20	17	NC	23	23	NC	53	51	NC	4	9
Hispanic	52	735	34545	100	99	99	440	430	432	17	16	14	15	24	24	56	52	53	12	7	9
Asian/Pacific Islander	NC	24	2068	NC	100	99	NC	457	474	NC	4	4	NC	17	10	NC	50	50	NC	29	36
American Indian/Alaskan Native	NC	15	3979	NC	100	96	NC	440	424	NC	7	17	NC	13	30	NC	73	47	NC	7	6
White	34	290	35142	100	99	99	458	457	465	6	7	5	12	14	11	65	57	56	18	21	28
Students with Disabilities	14	141	10161	100	96	93	392	396	419	57	48	28	21	31	28	21	19	36	NA	2	8
Students without Disabilities	84	1028	69849	100	100	100	454	442	451	6	9	7	14	20	17	63	58	56	17	12	19
Limited English Proficient Students	10	210	14013	100	98	97	NA	402	413	NA	37	24	NA	33	34	NA	30	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	45	652	39029	100	99	98	434	428	432	20	16	14	18	26	25	53	51	52	9	6	9
Non-Economically Disadvantaged	53	517	40981	100	100	100	456	448	462	8	11	6	13	16	13	60	56	54	19	16	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1163	79438	100	99	98	454	442	451	6	12	9	20	27	24	68	54	56	5	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	584	38775	100	99	99	451	448	457	4	9	7	24	25	22	69	58	58	4	8	13
Male	43	579	40560	100	98	97	458	436	446	9	15	12	16	29	25	67	50	54	7	6	9
African American	NC	105	4178	NC	100	98	NC	435	439	NC	13	13	NC	32	29	NC	51	52	NC	3	6
Hispanic	52	731	34297	100	99	98	447	434	434	8	14	14	25	31	31	62	50	50	6	5	5
Asian/Pacific Islander	NC	24	2063	NC	100	99	NC	460	475	NC	8	3	NC	13	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	NC	15	3940	NC	100	95	NC	456	429	NC	7	14	NC	13	36	NC	80	47	NC	NA	3
White	34	288	34887	100	98	98	470	463	471	NA	6	4	15	19	15	79	61	63	6	14	18
Students with Disabilities	14	135	9588	100	92	88	397	389	416	36	49	30	43	30	32	21	21	34	NA	NA	5
Students without Disabilities	84	1028	69850	100	100	100	463	449	456	1	7	7	17	27	23	76	58	59	6	8	12
Limited English Proficient Students	10	207	13856	100	96	96	NA	397	407	NA	34	27	NA	43	43	NA	22	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	45	647	38685	100	98	97	441	434	435	9	14	14	24	30	32	62	52	50	4	4	5
Non-Economically Disadvantaged	53	516	40753	100	99	99	465	453	467	4	9	5	17	23	16	74	56	62	6	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1169	79971	100	99	99	419	413	423	6	9	8	53	48	41	39	41	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	587	38974	100	100	99	423	427	437	5	6	5	42	40	33	51	51	57	2	3	4
Male	43	582	40895	100	98	98	413	399	410	7	12	10	67	55	47	23	32	41	2	1	2
African American	NC	105	4203	NC	100	99	NC	409	411	NC	8	11	NC	50	45	NC	40	43	NC	2	2
Hispanic	52	733	34481	100	99	99	416	409	410	8	10	10	56	49	46	35	39	43	2	2	1
Asian/Pacific Islander	NC	24	2067	NC	100	99	NC	422	449	NC	8	4	NC	38	28	NC	54	60	NC	NA	8
American Indian/Alaskan Native	NC	15	3995	NC	100	96	NC	412	409	NC	13	10	NC	40	47	NC	47	42	NC	NA	1
White	34	292	35150	100	100	99	427	423	437	NA	7	5	53	43	35	44	47	56	3	3	5
Students with Disabilities	14	142	10258	100	97	94	368	338	377	29	37	23	57	49	51	14	14	25	NA	NA	1
Students without Disabilities	84	1027	69713	100	100	100	427	423	429	2	5	5	52	47	39	43	45	52	2	2	3
Limited English Proficient Students	10	210	13985	100	98	97	NA	365	382	NA	23	18	NA	62	54	NA	15	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	45	650	38994	100	98	98	407	406	409	7	10	10	64	51	47	29	38	41	NA	0	1
Non-Economically Disadvantaged	53	519	40977	100	100	100	428	422	437	6	8	5	43	43	34	47	45	56	4	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1182	80147	100	99	99	464	473	482	18	12	11	12	21	17	59	50	49	10	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	602	39281	100	100	99	467	477	483	16	9	9	8	21	17	69	52	50	6	19	24
Male	49	580	40780	100	99	98	461	470	482	20	14	12	16	21	17	49	49	48	14	16	24
African American	NC	101	4249	NC	99	99	NC	456	464	NC	18	17	NC	24	22	NC	50	48	NC	8	13
Hispanic	51	734	33494	100	100	99	468	469	466	14	13	15	14	23	23	63	49	49	10	15	14
Asian/Pacific Islander	NC	23	2103	NC	100	99	NC	492	515	NC	NA	4	NC	26	8	NC	35	44	NC	39	45
American Indian/Alaskan Native	NC	18	4117	NC	100	96	NC	453	456	NC	11	19	NC	33	27	NC	50	46	NC	6	8
White	38	306	36122	100	99	99	463	490	501	21	7	5	11	13	10	58	54	50	11	25	35
Students with Disabilities	17	148	10295	100	99	92	422	433	443	47	36	33	24	29	26	29	30	33	NA	5	8
Students without Disabilities	81	1034	69852	100	100	100	473	479	488	12	8	7	10	19	16	65	53	51	12	19	26
Limited English Proficient Students	NC	187	12722	NC	98	97	NC	436	441	NC	26	27	NC	42	33	NC	30	37	NC	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	40	666	38371	100	99	97	442	466	465	30	13	15	18	24	23	48	48	49	5	14	13
Non-Economically Disadvantaged	58	516	41776	100	100	100	479	483	498	10	9	6	9	16	11	67	53	49	14	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1176	79686	100	99	98	457	461	470	15	13	11	27	28	24	56	55	57	2	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	602	39163	100	100	99	465	469	475	10	8	9	24	27	22	63	59	60	2	5	10
Male	48	574	40438	100	98	97	449	451	465	21	17	13	29	30	25	48	50	54	2	3	7
African American	NC	101	4228	NC	99	98	NC	447	458	NC	18	15	NC	32	28	NC	50	53	NC	NA	4
Hispanic	50	727	33299	100	99	98	463	455	452	14	14	17	18	31	32	66	52	47	2	2	3
Asian/Pacific Islander	NC	23	2097	NC	100	99	NC	475	490	NC	4	5	NC	17	13	NC	70	68	NC	9	14
American Indian/Alaskan Native	NC	18	4087	NC	100	96	NC	444	446	NC	17	16	NC	28	38	NC	56	44	NC	NA	2
White	38	307	35914	100	100	98	452	479	489	13	8	5	42	21	15	42	61	67	3	11	14
Students with Disabilities	16	141	9808	100	94	87	430	425	432	38	35	35	31	33	32	31	30	30	NA	1	3
Students without Disabilities	81	1035	69878	100	100	100	462	465	475	11	9	8	26	28	23	60	58	61	2	5	9
Limited English Proficient Students	NC	183	12594	NC	96	96	NC	418	422	NC	31	34	NC	55	45	NC	14	21	NC	1	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	40	662	38095	100	99	97	440	452	452	28	16	17	30	33	32	40	49	48	3	2	3
Non-Economically Disadvantaged	57	514	41591	100	99	99	469	473	486	7	8	6	25	22	16	67	62	65	2	7	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1186	80372	100	100	99	465	469	475	2	4	4	48	38	30	49	57	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	603	39452	100	100	99	484	485	488	NA	1	3	27	26	22	71	70	72	2	2	3
Male	49	583	40836	100	100	98	447	452	464	4	6	6	69	50	37	27	44	56	NA	0	1
African American	NC	102	4264	NC	100	99	NC	461	465	NC	4	5	NC	38	35	NC	57	59	NC	1	1
Hispanic	51	736	33608	100	100	99	467	463	462	4	5	6	41	41	36	55	53	57	NA	1	1
Asian/Pacific Islander	NC	23	2098	NC	100	99	NC	490	500	NC	NA	2	NC	26	16	NC	70	75	NC	4	7
American Indian/Alaskan Native	NC	18	4128	NC	100	97	NC	454	464	NC	6	4	NC	44	39	NC	50	56	NC	NA	1
White	38	307	36213	100	100	99	463	484	489	NA	1	2	55	31	22	45	67	72	NA	2	3
Students with Disabilities	17	153	10526	100	100	94	431	421	427	NA	16	15	88	59	53	12	25	31	NA	NA	1
Students without Disabilities	81	1033	69846	100	100	100	473	475	482	2	2	3	40	35	26	57	62	69	1	1	2
Limited English Proficient Students	NC	190	12747	NC	99	97	NC	424	432	NC	13	12	NC	63	52	NC	24	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	40	669	38521	100	100	98	455	462	461	3	4	6	58	44	38	40	51	55	NA	0	1
Non-Economically Disadvantaged	58	517	41851	100	100	100	473	478	489	2	3	3	41	30	22	55	65	72	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1193	79306	100	99	99	493	495	504	17	15	13	22	23	20	47	49	49	13	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	588	38845	100	99	99	498	495	505	11	14	11	26	23	20	46	51	50	17	12	18
Male	58	605	40383	100	99	98	489	495	504	22	16	14	19	23	19	48	48	47	10	14	19
African American	11	98	4171	100	98	98	490	476	485	18	27	20	18	28	26	55	38	44	9	8	10
Hispanic	55	761	32673	100	99	99	483	490	487	22	16	18	25	25	25	44	49	46	9	10	10
Asian/Pacific Islander	NC	22	2147	NC	100	99	NC	537	539	NC	5	5	NC	NA	10	NC	64	46	NC	32	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	485	479	NC	17	22	NC	13	29	NC	65	43	NC	4	7
White	33	289	36234	100	99	99	510	513	523	6	8	6	21	19	13	55	52	52	18	22	28
Students with Disabilities	13	138	10286	100	95	91	444	449	462	62	52	41	23	23	27	15	22	27	NA	3	5
Students without Disabilities	91	1055	69020	100	100	100	500	501	510	11	10	9	22	23	18	52	53	52	15	14	21
Limited English Proficient Students	10	150	10291	100	97	96	NA	451	458	NA	43	38	NA	36	34	NA	21	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	44	656	37437	100	99	97	487	488	486	25	17	19	23	26	26	39	47	46	14	10	9
Non-Economically Disadvantaged	60	537	41869	100	99	100	497	504	521	12	12	7	22	19	14	53	52	51	13	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1190	79000	100	99	98	478	480	489	13	12	10	28	29	24	54	55	58	6	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	590	38774	100	100	99	484	483	494	11	9	7	22	28	22	61	58	61	7	5	10
Male	58	600	40150	100	98	98	473	476	485	14	14	12	33	30	25	48	51	55	5	5	8
African American	11	97	4153	100	97	98	454	465	476	18	19	13	45	35	30	36	45	53	NA	1	4
Hispanic	55	760	32508	100	99	98	472	474	472	18	14	15	27	32	33	49	50	49	5	4	3
Asian/Pacific Islander	NC	22	2142	NC	100	99	NC	507	510	NC	5	4	NC	5	14	NC	77	67	NC	14	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	477	467	NC	4	14	NC	39	37	NC	57	46	NC	NA	2
White	33	288	36135	100	99	98	497	498	508	3	4	4	18	19	14	70	68	67	9	9	15
Students with Disabilities	13	135	9991	100	92	88	438	439	449	38	44	33	54	35	36	8	19	29	NA	2	2
Students without Disabilities	91	1055	69009	100	100	100	484	484	495	9	7	6	24	28	22	60	59	62	7	5	10
Limited English Proficient Students	10	152	10199	100	99	95	NA	433	439	NA	43	35	NA	43	47	NA	14	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	44	651	37234	100	98	97	476	472	472	23	14	15	23	33	33	45	49	50	9	4	3
Non-Economically Disadvantaged	60	539	41766	100	99	99	480	488	505	5	8	5	32	24	16	60	61	65	3	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1202	79611	100	100	99	469	483	496	10	8	7	57	47	37	34	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	592	39016	100	100	99	486	498	511	4	5	4	57	39	29	39	55	66	NA	0	1
Male	58	610	40519	100	100	98	455	468	482	14	12	10	57	55	44	29	33	46	NA	0	0
African American	11	99	4188	100	99	98	441	470	486	18	12	9	64	52	40	18	35	50	NA	1	0
Hispanic	55	767	32855	100	100	99	462	480	481	11	9	10	58	48	43	31	43	47	NA	NA	0
Asian/Pacific Islander	NC	22	2149	NC	100	100	NC	510	519	NC	NA	4	NC	36	24	NC	64	70	NC	NA	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	481	478	NC	4	10	NC	65	46	NC	30	44	NC	NA	0
White	33	290	36380	100	99	99	488	492	511	6	7	4	52	43	30	42	50	65	NA	0	1
Students with Disabilities	13	148	10664	100	100	94	444	426	440	15	28	23	77	55	54	8	16	22	NA	1	1
Students without Disabilities	91	1054	68947	100	100	100	473	490	504	9	6	4	54	46	34	37	48	61	NA	0	1
Limited English Proficient Students	10	155	10362	100	100	97	NA	435	438	NA	22	22	NA	65	57	NA	14	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	44	659	37626	100	100	98	463	478	479	9	9	10	64	51	45	27	40	45	NA	0	0
Non-Economically Disadvantaged	60	543	41985	100	100	100	473	489	511	10	7	4	52	43	30	38	50	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	1172	79327	100	98	98	499	506	518	28	24	19	22	21	20	37	44	46	13	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	557	38961	100	98	98	495	506	520	29	22	16	24	24	20	37	44	48	11	10	16
Male	57	615	40295	100	98	97	502	506	516	28	26	21	21	19	19	37	44	44	14	12	16
African American	NC	131	4247	NC	96	98	NC	487	499	NC	38	27	NC	24	24	NC	31	41	NC	6	8
Hispanic	42	694	32327	100	98	98	498	499	499	26	26	27	31	24	25	31	43	41	12	7	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	527	556	NC	6	6	NC	19	10	NC	56	47	NC	19	36
American Indian/Alaskan Native	NC	14	4391	NC	100	96	NC	492	489	NC	43	32	NC	7	27	NC	43	36	NC	7	4
White	45	317	36373	100	99	98	507	528	538	27	15	10	11	14	14	47	50	52	16	21	25
Students with Disabilities	12	130	9321	100	90	87	450	450	467	83	75	54	8	12	22	8	12	21	NA	1	3
Students without Disabilities	83	1042	70006	100	99	100	506	513	524	20	18	14	24	22	19	41	48	49	14	12	18
Limited English Proficient Students	NC	148	9431	NC	96	95	NC	463	466	NC	57	53	NC	26	27	NC	16	18	NC	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	39	629	37097	100	98	97	492	495	498	36	29	27	23	24	25	31	41	41	10	6	7
Non-Economically Disadvantaged	56	543	42230	100	99	99	504	520	535	23	18	11	21	18	15	41	47	50	14	17	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	1180	79501	100	99	98	485	485	497	12	12	10	31	33	25	58	53	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	557	39062	100	98	99	489	489	502	5	10	8	37	30	23	58	57	64	NA	3	5
Male	57	623	40368	100	100	98	482	481	491	16	14	13	26	36	27	58	49	57	NA	1	3
African American	NC	135	4279	NC	99	99	NC	475	485	NC	16	14	NC	40	30	NC	43	54	NC	1	2
Hispanic	42	697	32389	100	98	98	479	478	478	14	13	16	38	37	34	48	48	48	NA	1	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	505	519	NC	NA	3	NC	19	14	NC	75	73	NC	6	9
American Indian/Alaskan Native	NC	14	4401	NC	100	96	NC	465	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	45	318	36446	100	100	99	493	504	516	11	7	4	16	21	15	73	69	73	NA	4	7
Students with Disabilities	12	136	9411	100	94	88	445	435	453	42	49	36	42	40	36	17	11	26	NA	NA	1
Students without Disabilities	83	1044	70090	100	100	100	490	491	502	7	7	7	29	32	24	64	59	65	NA	2	5
Limited English Proficient Students	NC	148	9401	NC	96	94	NC	439	443	NC	40	40	NC	53	46	NC	7	14	NC	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	39	635	37183	100	99	97	473	475	479	18	16	16	46	39	34	36	45	49	NA	1	1
Non-Economically Disadvantaged	56	545	42318	100	99	99	493	496	513	7	7	5	20	26	17	73	63	70	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	1186	80000	100	99	99	543	550	564	1	3	3	22	15	11	73	73	75	4	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	565	39288	100	100	99	566	564	579	NA	2	2	13	10	6	76	75	77	11	13	16
Male	57	621	40644	100	99	98	527	537	549	2	3	4	28	20	15	70	72	74	NA	5	7
African American	NC	136	4307	NC	100	99	NC	543	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	42	702	32672	100	99	99	557	546	548	NA	3	4	14	17	14	79	74	76	7	6	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	544	592	NC	6	1	NC	NA	4	NC	88	69	NC	6	25
American Indian/Alaskan Native	NC	13	4424	NC	93	97	NC	569	549	NC	NA	3	NC	23	14	NC	62	77	NC	15	5
White	45	319	36602	100	100	99	536	560	579	2	2	2	27	13	7	69	72	75	2	13	16
Students with Disabilities	12	143	9919	100	99	93	485	480	505	NA	10	9	75	49	35	17	38	54	8	2	2
Students without Disabilities	83	1043	70081	100	99	100	551	559	571	1	2	2	14	11	7	81	78	79	4	9	12
Limited English Proficient Students	NC	153	9571	NC	99	96	NC	492	502	NC	10	10	NC	37	29	NC	52	60	NC	1	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	39	640	37534	100	99	98	534	543	547	NA	3	4	28	17	15	69	75	76	3	5	5
Non-Economically Disadvantaged	56	546	42466	100	99	100	549	558	578	2	2	2	18	13	7	75	72	75	5	12	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	1151	78546	100	99	97	542	540	543	9	14	15	24	20	18	55	54	52	12	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	567	38645	100	100	98	545	544	545	8	12	13	23	19	18	55	56	54	15	13	15
Male	59	584	39792	100	98	97	539	537	542	10	17	17	25	21	17	54	52	50	10	11	15
African American	NC	116	4205	NC	98	97	NC	528	524	NC	16	22	NC	28	22	NC	53	49	NC	4	7
Hispanic	45	685	31177	100	99	97	537	535	524	18	17	22	24	21	23	42	52	48	16	10	7
Asian/Pacific Islander	NC	24	1940	NC	100	99	NC	559	580	NC	8	5	NC	8	9	NC	58	53	NC	25	33
American Indian/Alaskan Native	NC	14	4689	NC	93	95	NC	526	515	NC	21	28	NC	NA	25	NC	79	43	NC	NA	4
White	43	312	36450	100	99	97	549	557	563	NA	8	7	26	16	12	63	57	57	12	19	23
Students with Disabilities	14	122	8093	100	95	82	495	489	489	43	44	50	29	35	24	29	20	23	NA	NA	2
Students without Disabilities	85	1029	70453	100	100	100	549	546	549	4	11	11	24	18	17	59	58	56	14	13	16
Limited English Proficient Students	NC	146	9323	NC	97	94	NC	494	491	NC	42	47	NC	30	28	NC	27	24	NC	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	42	622	34694	100	98	96	523	533	524	14	15	23	31	23	23	50	52	48	5	9	7
Non-Economically Disadvantaged	57	529	43852	100	100	99	555	549	559	5	13	10	19	15	13	58	57	56	18	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	1152	79045	100	99	98	516	505	512	4	11	10	24	27	25	67	59	58	5	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	569	38860	100	100	98	522	513	519	3	9	7	23	21	22	70	65	62	5	5	8
Male	59	583	40075	100	98	97	511	498	505	5	13	12	25	33	28	64	52	54	5	3	6
African American	NC	115	4250	NC	97	98	NC	500	500	NC	12	12	NC	26	31	NC	60	54	NC	2	3
Hispanic	45	686	31314	100	100	98	512	498	493	9	14	16	24	30	34	60	53	48	7	2	2
Asian/Pacific Islander	NC	24	1949	NC	100	99	NC	528	536	NC	4	4	NC	21	15	NC	63	66	NC	13	15
American Indian/Alaskan Native	NC	14	4719	NC	93	96	NC	495	489	NC	14	15	NC	21	39	NC	64	45	NC	NA	2
White	43	313	36730	100	99	98	520	523	532	NA	4	4	23	21	16	74	69	68	2	6	12
Students with Disabilities	14	123	8552	100	95	87	483	456	463	14	38	35	36	43	40	50	19	23	NA	NA	1
Students without Disabilities	85	1029	70493	100	100	100	521	511	517	2	7	7	22	25	24	69	63	62	6	4	8
Limited English Proficient Students	NC	146	9355	NC	97	95	NC	457	456	NC	36	37	NC	49	48	NC	15	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	42	623	34922	100	98	96	507	497	493	2	13	15	31	32	34	64	53	48	2	2	3
Non-Economically Disadvantaged	57	529	44123	100	100	99	522	515	527	5	8	6	19	22	18	68	65	66	7	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	1151	79657	100	99	99	571	567	566	1	3	3	10	9	8	88	86	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	568	39120	100	100	99	581	582	580	3	2	2	3	4	4	93	91	92	3	3	2
Male	59	583	40423	100	98	98	565	552	553	NA	4	5	15	14	12	85	82	83	NA	1	1
African American	NC	115	4290	NC	97	99	NC	564	560	NC	3	4	NC	10	9	NC	88	86	NC	NA	1
Hispanic	45	686	31642	100	100	99	566	561	552	NA	4	5	16	10	11	82	85	84	2	1	0
Asian/Pacific Islander	NC	23	1948	NC	96	99	NC	588	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	14	4760	NC	93	97	NC	562	547	NC	NA	5	NC	14	14	NC	86	81	NC	NA	0
White	43	313	36929	100	99	99	580	581	579	NA	1	2	7	7	5	93	88	91	NA	4	2
Students with Disabilities	14	128	9069	100	99	92	515	511	508	NA	14	11	43	30	30	57	56	58	NA	NA	1
Students without Disabilities	85	1023	70588	100	99	100	580	573	573	1	1	2	5	7	5	93	90	91	1	2	1
Limited English Proficient Students	NC	146	9521	NC	97	96	NC	512	507	NC	12	13	NC	27	24	NC	61	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	42	622	35341	100	98	97	562	560	551	2	4	5	10	10	12	88	86	83	NA	1	0
Non-Economically Disadvantaged	57	529	44316	100	100	100	578	575	578	NA	2	2	11	8	5	88	87	90	2	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1150	78400	100	99	97	543	548	554	26	22	21	20	21	19	50	49	47	4	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	561	38686	100	99	98	543	549	554	27	20	20	20	22	20	49	50	49	5	8	12
Male	57	589	39636	100	99	96	542	547	554	25	23	23	21	20	18	51	48	46	4	9	13
African American	10	133	4193	91	100	97	NA	536	533	NA	28	32	NA	27	23	NA	38	40	NA	7	5
Hispanic	49	680	30732	100	99	97	538	542	534	29	25	31	24	24	24	45	46	40	2	6	5
Asian/Pacific Islander	NC	27	1827	NC	93	99	NC	578	594	NC	7	8	NC	11	12	NC	63	49	NC	19	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	37	301	37038	100	99	97	548	567	575	19	14	11	22	13	14	54	58	56	5	14	19
Students with Disabilities	NC	105	7840	NC	96	81	NC	494	498	NC	58	60	NC	26	18	NC	16	20	NC	NA	2
Students without Disabilities	92	1045	70560	100	99	99	545	553	560	23	18	17	21	21	19	52	52	50	4	9	14
Limited English Proficient Students	NC	130	8956	NC	98	95	NC	500	502	NC	53	56	NC	30	25	NC	17	18	NC	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	33	569	33014	100	99	95	526	540	534	42	25	31	18	23	24	36	45	40	3	6	5
Non-Economically Disadvantaged	65	581	45386	100	99	99	551	556	569	17	18	15	22	19	15	57	52	52	5	10	18

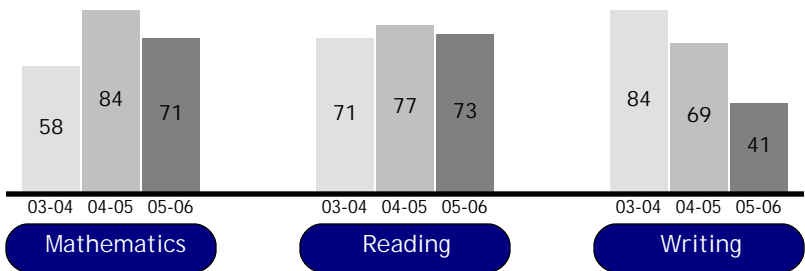
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1153	79179	100	99	98	504	511	519	16	11	11	39	33	27	45	54	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	563	38974	100	99	99	511	517	524	12	9	8	34	30	25	54	58	61	NA	3	5
Male	57	590	40124	100	99	97	498	506	513	19	13	13	42	36	28	39	50	54	NA	1	4
African American	10	132	4243	91	100	98	NA	510	506	NA	11	14	NA	30	32	NA	56	51	NA	2	3
Hispanic	49	682	30987	100	99	98	495	503	498	20	14	17	39	36	36	41	49	45	NA	1	1
Asian/Pacific Islander	NC	27	1832	NC	93	99	NC	524	543	NC	NA	4	NC	33	17	NC	63	69	NC	4	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	37	303	37467	100	99	98	513	529	539	14	6	5	41	26	17	46	63	70	NA	5	8
Students with Disabilities	NC	106	8567	NC	97	88	NC	465	467	NC	34	39	NC	48	38	NC	18	22	NC	NA	1
Students without Disabilities	92	1047	70612	100	100	99	507	515	524	13	9	7	40	32	25	47	57	62	NA	2	5
Limited English Proficient Students	NC	131	9013	NC	98	95	NC	460	461	NC	44	40	NC	48	48	NC	8	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	33	569	33345	100	99	96	485	503	499	21	14	17	52	36	36	27	48	46	NA	2	1
Non-Economically Disadvantaged	65	584	45834	100	99	99	513	519	533	14	8	7	32	30	19	54	59	67	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1154	79734	100	99	99	574	561	554	NA	2	3	6	16	19	94	82	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	563	39243	100	99	99	580	574	568	NA	1	2	2	9	12	98	89	85	NA	1	1
Male	57	591	40413	100	100	98	570	548	541	NA	3	4	9	23	26	91	75	70	NA	0	0
African American	10	133	4285	91	100	99	NA	559	548	NA	1	3	NA	18	22	NA	80	74	NA	1	0
Hispanic	49	683	31254	100	99	99	573	553	539	NA	2	5	2	19	25	98	79	70	NA	NA	0
Asian/Pacific Islander	NC	27	1837	NC	93	99	NC	581	579	NC	NA	1	NC	15	9	NC	85	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	37	302	37668	100	99	99	577	579	569	NA	1	1	8	9	13	92	89	85	NA	1	1
Students with Disabilities	NC	108	8943	NC	99	92	NC	507	495	NC	4	11	NC	56	51	NC	40	38	NC	NA	1
Students without Disabilities	92	1046	70791	100	100	100	579	565	561	NA	2	2	3	12	15	97	86	83	NA	0	0
Limited English Proficient Students	NC	131	9138	NC	98	97	NC	495	492	NC	13	13	NC	44	46	NC	44	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	33	571	33718	100	100	97	555	551	538	NA	2	5	15	20	26	85	77	69	NA	NA	0
Non-Economically Disadvantaged	65	583	46016	100	99	100	585	570	567	NA	1	2	2	12	14	98	86	84	NA	1	1

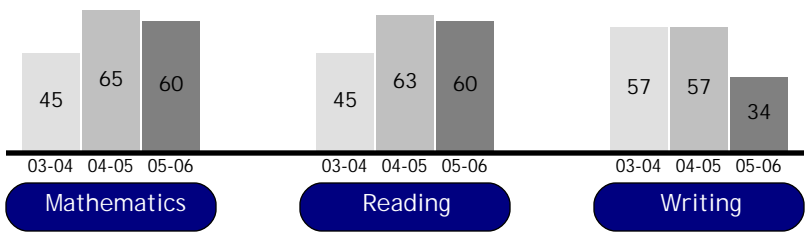
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

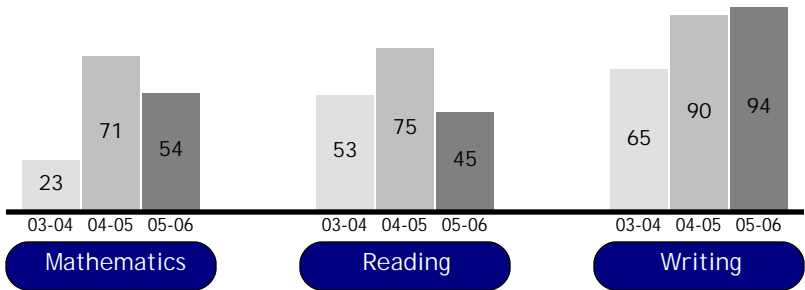
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	60	NA	58	98	45	42	47	95	50	39	46
	Language	98	48	37	50	98	46	40	47	95	50	41	48
	Mathematics	97	67	54	64	96	53	47	50	95	56	46	52
3	Reading	97	51	NA	55	96	47	41	44	100	46	39	46
	Language	100	63	58	61	96	48	42	44	100	48	41	46
	Mathematics	100	63	55	61	96	57	47	51	100	54	44	52
4	Reading	99	57	NA	56	99	44	46	48	100	43	46	52
	Language	100	51	47	52	99	48	46	49	100	44	48	52
	Mathematics	100	54	56	61	99	53	49	53	100	48	54	58
5	Reading	97	48	NA	55	95	48	45	50	100	48	48	56
	Language	99	44	44	49	95	49	47	50	100	46	46	54
	Mathematics	98	55	57	63	95	47	45	49	100	43	44	52
6	Reading	100	50	NA	56	100	51	48	51	100	48	48	56
	Language	100	43	42	48	100	47	44	47	100	39	43	50
	Mathematics	100	57	60	66	100	56	49	52	100	43	50	58
7	Reading	98	54	NA	54	100	50	47	50	100	58	50	54
	Language	99	60	53	58	100	51	50	52	100	65	56	58
	Mathematics	98	60	53	62	100	55	48	50	100	56	50	54
8	Reading	100	58	NA	55	97	55	50	51	100	48	54	58
	Language	100	56	51	52	97	54	49	50	100	50	52	56
	Mathematics	100	63	56	61	97	61	50	53	100	48	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Mirage Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü School Safety Issues
- ü Student Discipline
- ü Promotion Issues
- ü Arizona Academic Standards

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	5.50	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	3	0	0
10 or more years	10	22	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	117
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	19%

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Two Computer Labs
- ü Responsible Thinking Center
- ü Reading and Math Intervention Rooms

Extracurricular Activities

- ü Student Council
- ü National Jr. Honor Society
- ü Boys and Girls Basketball/Intramurals
- ü Science Fair
- ü Math Counts/Math Challenge
- ü Library/Technology/Safety Clubs
- ü Choir
- ü Yearbook

Social Services

- ü Counseling Services/DARE/GREAT
- ü On-campus health and dental services
- ü Kids at Hope
- ü Breakfast/Lunch Programs
- ü Westside Canned Food Drive
- ü After-school Program/Teacher Tutoring
- ü PTA Programs
- ü United Way

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü K-2 Special Education students were featured in the local news for their achievements with SmartBoard technology. Visitors from several other districts visited during the year to learn how to replicate the success on their own campuses.
- ü Teachers are receive ongoing support for using technology with students in all curricular areas and grades. There are currently 3 computers per classroom, two computer labs, two projectors in each grade level, 5 Smart Boards and 2 Smart Slates.
- ü Teachers are provided with professional development opprotunities in many areas including ELL strategies, reading development, mathematics, differentiation of instruction, classroom management, student engagement and instructional planning.
- ü Desert Mirage has a School Safety Plan that is coordinated with the Glendale Department of Public Safety and the Rapid Responder System. This plan provides for safety during the regular school day as well as in emergency situations.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Mirage and the Glendale Department of Public Safety work as a team to provide a safe environment for students. Preventive education with regard to harassment, substance abuse (DARE, GREAT, Drug and Tobacco Awareness), and fire safety is provided. Character education and health education is infused into the curriculum by our counselor. Now in its eighth year of implementation, the Responsible Thinking Process positively impacts safety and the ability to learn in a peaceful environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Rebecca M. Osuna	(623) 772-2550
Transportation Policy	Mr. Dean Humphrey	(623) 772-2275
Community Resources	Ms. Amy Weber	(623) 772-2338
School Nutrition Programs	Mr. James Capen	(623) 772-2270
Parent Organization	Mrs. Sherry Derr	(623) 772-2550
Student Health/Nurse	Mrs. Teresa McPherson	(623) 772-2550

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 835 Copies = \$325.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.